

NORTH AIKEN ELEMENTARY/PINECREST

100 Bears Rock Road
Aiken, South Carolina 29801

GRADES K-5 Elementary School

ENROLLMENT 541 Students

PRINCIPAL Kevin O'Gorman 803-641-2690

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	13	64	51	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

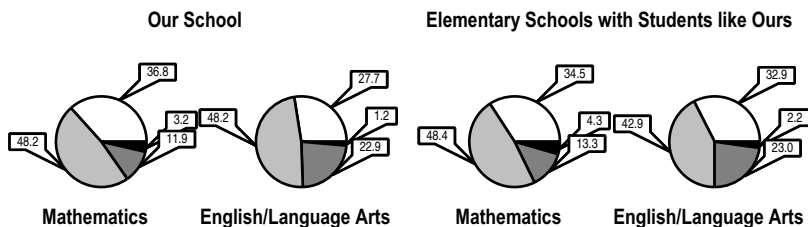
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	291	99.7	26.5	48.5	22.3	2.7	38.1	Yes	Yes
Gender									
Male	133	99.3	31.4	47.5	20.3	0.8	36.4		
Female	158	100.0	22.5	49.3	23.9	4.2	39.4		
Racial/Ethnic Group									
White	48	100.0	21.1	47.4	28.9	2.6	47.4	I/S	I/S
African-American	243	99.6	27.5	48.6	21.2	2.7	36.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	242	100.0	24.2	48.8	25.6	1.4	41.9		
Disabled	49	98.0	37.8	46.7	6.7	8.9	20.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	291	99.7	26.5	48.5	22.3	2.7	38.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	291	99.7	26.5	48.5	22.3	2.7	38.1		
Socio-Economic Status									
Subsidized meals	250	99.6	27.9	50.5	18.9	2.7	36.0	Yes	Yes
Full-pay meals	41	100.0	18.4	36.8	42.1	2.6	50.0		

Mathematics - State Performance Objective = 15.5%									
All Students	291	100.0	36.0	47.1	12.6	4.2	28.7	Yes	Yes
Gender									
Male	133	100.0	34.5	48.7	13.4	3.4	29.4		
Female	158	100.0	37.3	45.8	12.0	4.9	28.2		
Racial/Ethnic Group									
White	48	100.0	34.2	36.8	26.3	2.6	42.1	I/S	I/S
African-American	243	100.0	36.3	48.9	10.3	4.5	26.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	242	100.0	33.5	49.8	13.5	3.3	31.2		
Disabled	49	100.0	47.8	34.8	8.7	8.7	17.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	291	100.0	36.0	47.1	12.6	4.2	28.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	291	100.0	36.0	47.1	12.6	4.2	28.7		
Socio-Economic Status									
Subsidized meals	250	100.0	36.8	47.5	10.8	4.9	27.4	Yes	Yes
Full-pay meals	41	100.0	31.6	44.7	23.7	0.0	36.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	115	97.4	24.8	54.5	20.8	N/A	20.8
	Grade 4	110	99.1	43.6	42.6	11.9	2.0	13.9
	Grade 5	96	100.0	42.2	48.2	9.6	N/A	9.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	93	100.0	19.3	38.6	39.8	2.3	42.0
	Grade 4	103	99.0	29.6	58.2	11.2	1.0	12.2
	Grade 5	95	100.0	31.9	50.5	16.5	1.1	17.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	115	100.0	27.2	59.2	12.6	1.0	13.6
	Grade 4	110	100.0	31.4	54.9	11.8	2.0	13.7
	Grade 5	96	100.0	38.6	48.2	10.8	2.4	13.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	93	100.0	30.7	60.2	6.8	2.3	9.1
	Grade 4	103	100.0	38.4	42.4	15.2	4.0	19.2
	Grade 5	95	100.0	37.4	48.4	11.0	3.3	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 541)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.2%	Up from 3.4%	3.5%	2.7%
Attendance rate	95.4%	Up from 95.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%		5.5%	3.5%
Eligible for gifted and talented	7.5%	Up from 7.3%	5.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Down from 10.5%	8.0%	8.2%
Older than usual for grade	1.5%	Up from 1.4%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	37.3%	Down from 39.1%	48.9%	51.4%
Continuing contract teachers	76.5%	Up from 76.1%	80.0%	87.5%
Highly qualified teachers**	92.7%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	4.7%		3.1%	0.0%
Teachers returning from previous year	80.9%	Up from 79.0%	83.0%	86.7%
Teacher attendance rate	95.1%	Up from 91.9%	94.7%	94.9%
Average teacher salary	\$39,001	Up 2.2%	\$39,340	\$40,760
Prof. development days/teacher	N/R	N/R	13.5 days	12.4 days

School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 17.9 to 1	17.2 to 1	18.9 to 1
Prime instructional time	88.6%	Up from 84.7%	89.0%	90.0%
Dollars spent per pupil*	\$5,872	Up 3.4%	\$6,895	\$6,044
Percent of expenditures for teacher salaries*	73.9%	Down from 75.9%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of North Aiken Elementary School is to "Ensure Every Student's Success" by making the learning needs of students the primary focus of all school decisions. The school improvement council and faculty have implemented strategies from our five-year strategic plan to guide the incremental improvement in student performance. We have focused on providing extra instructional time in mathematics and language arts, providing students access to computer technology, and implementing best practice instructional strategies across all content areas. North Aiken was the recipient of two grants, South Carolina Reading First and America's Choice Comprehensive School Reform. These grants provide funds for three site-based literacy coaches to train and work with teachers in grades kindergarten through fifth. The grants focus on providing quality books and materials for students and providing literacy training for teachers to help improve the academic progress of all students.

Future challenges for North Aiken that have been identified by our School Improvement Council include increasing student achievement, soliciting better parent and community participation, and actively engaging all students in the learning process. In order to meet these challenges our focus for the 2003-2004 school year has included: implementing the Reading First balanced literacy model; implementing the use of math manipulatives at all grade levels; employing data-driven instructional decision making; integrating literacy in all curriculum areas; and increasing family involvement in the educational process of students.

The staff at North Aiken Elementary School and the School Improvement Council look forward to working with students, families, and the community to make our school the very best it can be. Together we will ensure that all students achieve their full potential academically and as school citizens.

Leslie A. Council, Chair of the School Improvement Council
Robert E. Maddox, Jr., Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	86	65
Percent satisfied with learning environment	92.3%	73.8%	75.4%
Percent satisfied with social and physical environment	89.7%	74.4%	76.3%
Percent satisfied with home-school relations	41.0%	79.1%	63.3%

*Only students at the highest elementary school grade level at this school and their parents were included.